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ABSTRACT

This paper assesses the impact of cross-role grouping on the social systems of participating schools. Data were gathered informally through conversations and interviews with members of cadres, cadre presentations, liaison and research evaluation personnel in specific cadres, and direct observation in some situations. The study covers three placement schools: Horace Mann School, DuSable High School, and Martin Luther King High School (Forrestville); and three intern cadres: Dunbar Vocational High School, Simeon Vocational High School, and Cornell Elementary School. Categories singled out for attention include cadre organization, cadre development, personnel factors, situational factors, programming, and future expectations. Implications and conclusions are indicated. Appendixes include excerpts from an interim report. (MJM)

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THE IMPACT OF CADRES ON SCHOOL SETTINGS

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CONTENTS

A. Introduction.....page 1

B. Placement Schools..... 3
Horace Mann School..... 4
DuSable High School..... 7
Martin Luther King High School (Forrestville).....11

C. Intern Cadres.....13
Dunbar Vocational High School.....14
Simeon Vocational High School.....19
Cornell Elementary School.....22

D. Implications.....28

E. Conclusions.....32

F. Appendix.....34
Excerpts from "Some Impressions of the Cadre's Effect in School Settings: An Interim Report," FTPP 1970.
Kenwood High School 34
Hyde Park High School.....35

Introduction

The intention of this paper is to assess the impact of cross roles grouping on the social systems of participating schools. It should be recognized, however, that the primary purpose for the existence of a cadre in a school is to develop supportive mechanisms among members in order fo facilitate role competence. That is, the focus clearly is not on changing the social system of the school, but rather on developing and sharing resources among participating members. Nevertheless, it is appropriate to examine the impact of such a group upon the social system of a school, for it is anticipated that the cadre approach where professionals share and work together will produce a bonus effect on the entire school system.

It is difficult to systematicly evaluate the effect of cadre life on school settings, because the genesis and institution of innovations are not easily isolated. This applies to classroom innovation and changes introduced into the school social system.

The life of a cadre changes from the first year of operation (the intern year) through a second year (the placement year) and beyond. Therefore this report will attempt to delineate what effects a cadre may have on a given social system at several points in time in the life of a cadre(s). Such an assessment should prove helpful in evaluating the developments and/or assist in determining the implications of a cadre as a supportive professional group which affects the educational environment in particular school settings.

A word of caution is in order. Some cadre effects are common while others are not. This is an essentially descriptive document

which intends to reflect what has occurred and what may be learned from these experiences. The data for this report has been gathered informally through conversations and interviews with members of the cadres, cadre presentations, liaison personnel and research and evaluation personnel in specific cadres, and through direct observation by the writer in some situations. Other reports available from FTPP have been compiled by participant observers assigned to a cadre.* These supplement and add to a more definitive evaluation of the cross roles notion.

The categories singled out for attention are:

A. Cadre Organization

B. Curriculum Development
   1. Human resources
   2. Material resources

C. Personnel Factors
   1. Cross faulty relations and cadre extension
   2. Parent-Community relations
   Turnover

D. Situational Factors

E. Programming

F. Future expectations

In summary, the intent of this report, like an earlier one**, is to note the continued effects of the cadre on the school's social system. These current impressions should reveal continuing areas

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*Additional reports may be of assistance and are available upon request.

**Bruce A. Thompsett, "Some Impressions of the Cadre's Effect In School Settings: An Interim Report," F.T.P.P., 1970.

of concern as well as some improvements. It should however be noted that two school previously studied (Kenwood and Hyde Park High Schools) are no longer associated with the FTPP. (The discussion from the report cited above which pertains to these school cadres has been placed in the appendix of the report. It may assist the reader in assessing the difficulty of developing and facilitating the cadre notion.) As suggested in the previous interim report, these cadres terminated for many and varied reasons. The present report considers three placement year cadres and three intern cadres. At the conclusion implications will be drawn from these observations.

PLACEMENT SCHOOLS

After the first year and intern cadre has the opportunity to continue into the second or placement year phase. Additionally many cadres begin to consolidate their efforts in the workings of the participating school. The University and the FTPP lessen their responsibility in this phase as each cadre learns to develop its own resources with minimal outside support. The cadre liaison person is chosen from among their ranks and a grant ("seed money") is available to institute desirable programs. At this point in the development of a cadre there is greater opportunity to make an impact on the school's social system. Participating schools include Horace Mann Elementary School, and DuSable and Martin Luther King High Schools.

Horace Mann School

A. Cadre Organization

The potential for the FTPP involvement in this school was considerable. During its intern phase, the cadre helped bring unity among faculty, administration and the very active community vehicle--the P.T.A. At the end of the 1969-70 academic year a steering committee drawn from the three segments of the school community was formed. The cadre had been accepted as a viable organization, but it phased itself out in favor of the new or expanded model. Members of the cadre were represented as faculty on the steering committee and participated vigorously. The informal groupings initiated among faculty to develop curriculum continued, and the steering committee assumed the cadre's concern for reading improvement.

The steering committee underwent many struggles, but has become firmly established as the policy making organization of the school. In addition it now conforms to the Chicago Public Schools Local School Council guidelines. The liaison function has been capably assumed by an experienced member of the intern cadre. (She has also entered a degree program at the University.)

B. Curriculum Development

The original cadee members have continued their efforts in curriculum. Areas of particular concern have been reading skills and the development of a more effective science curriculum. A successful music program has also continued.

The intermediate or sixth grade level has continued homogeneous grouping for math and reading, though this concept has not been

extended.

1. Human resources: Cadre members have assumed responsibility for curriculum development beyond their classrooms. The faculty has utilized resource persons from the university, particularly in the reading field.

2. Material resources: FTPP funds were used for an orientation week in the Fall. But the steering committee did not always utilize the funds it had at its disposal from the FTPP. It did begin to attempt to identify needs and appropriate expenditures, however. Science curriculum materials were purchased but not introduced. This general inability to utilize resources probably stems from the severe conflict present in the life of the school.

C. Personnel Factors

Cadre members have continued to support one another.

1. Cross faculty relations and cadre extension: The faculty has accepted cadre interns. However, faculty-administration relations in the school at large were not as good as they were at the end of the intern year. The difficulty lay in the divisive atmosphere of the school, not in the cadre. Communication structures existed in the cadre and particularly in the steering committee, but these were not fully utilized. The steering committee's expectations have been frustrated by community conflict with the administrator. Faculty were still disillusioned.

2. Parent-Community relations. This initially creative relationship was one of the most significant developments in FTPP schools. Faculty, administration and community shared a concern

for student discipline and curriculum change, particularly in reading.

The community demanded the resignation of the principal. The dispute was public and bitter, and the principal was withdrawn after the 1970-71 academic year. Members of the community perceived the FTPP and the University as participants in the unrest. The FTPP was caught in an ambiguous situation even though it attempted not to be involved.

The steering committee was caught midway in the confrontation and had little power to act. In the process it found itself unable to make significant decisions. The steering committee, reorganized as the School Council, had begun to operate more smoothly with new leadership. However, this committee needed and still needs outside consulting resources to develop and implement its policy making role.

D. Situational Factors

The community-administration conflict had many negative effects on the school community and steering committee.

The cross roles cadre still supports its members, though not as extensively as before.

The school was extremely overcrowded, and enrollment increased. This issue has concerned all, and received attention from the steering committee. A "demountable" building was acquired and was supposed to be ready for the Fall of 1971.

E. Programming

A program for the orientation of faculty, staff and volunteers was undertaken in the Fall of 1970, with FTPP staff assistance.

The program attempted to consolidate previous cross faculty efforts and consider new organization and means of communication within the school. Beginning-of-the-year tasks were also undertaken. Evaluation of the event revealed that expectations had been high, and little was visibly accomplished, though faculty may have had the opportunity to focus some concerns.

F. Future Expectations

Very indefinite.

DuSable High School

A. Cadre Organization

The DuSable Extended Cadre still exists three years after the FTPP was introduced. This group best exemplifies the notion of what an extended cadre might become. Its structure and membership bear little resemblance to the original cadre, since it has undertaken the responsibility for its own development. This cadre's grouping recognizes the need for a continuous teacher training program within the school's social system. The cadre has been likened to a faculty organization which sees as its goals the support and education of its membership with a special responsibility to newly entering teachers. Within the cadre there is a smaller core group of persons who take a keen interest in cadre activities on a more informal basis. The cadre continually attempts to be open to participation, ideas, and concerns of other faculty members. It has achieved a legitimate function and is respected by the school community.

B. Curriculum Development

The cadre has not devoted its collective attention to this area, however continuing efforts in the Math Department's development have occurred. A special science project in botany has attracted the interest of many students.

1. Human resources: The resources of cadre members, drawn in the main from the math, science and English departments, have been extensive. Informal relationships have assisted the coordination of efforts.

2. Material resources: Funds have been utilized for curriculum materials in English and staff development programs.

C. Personnel Factors

As noted above the cadre has been extended from the original grouping to include many others. Special programs in sensitivity training were devised with outside personnel and material assistance (funding was obtained partly from FTPP and small grants were obtained elsewhere) to build a strong and cohesive supportive group.

1. Cross faculty relations and cadre extension: The attitude toward the original FTPP cadre as an "elitist group" has disappeared in the new organization. Faculty has either participated or benefited from the extended cadre's existence and sees it as a positive resource in the school.

The elaborate process of identifying the problems present in the DuSable School and negotiating with the FTPP fostered the development of the cadre by assisting its process of group definition.

Surveying the school faculty, negotiating and reflecting was a long and difficult process which eventually helped the group to become more cohesive. The group became more aware of themselves and their interrelationships as well as more confident of their goals in teacher education. The leadership of this group centered in one person in particular. This factor contributed greatly to their success. His informal leadership was recognized by both the cadre, the school administration and the FTPP as invaluable.

2. Parent-Community relations: No special efforts by community members or by a representative from parents or community were made,

3. Turnover: Nearly all original university interns have left the school for various reasons. All experienced personnel originally involved have remained.

D. Situational Factors.

In the earlier interim report it was noted that some members of the school faculty have come to the University for advanced education degrees. This informal, continuing relationship between DuSable and the University is improving the quality of education at the school.

In the interim report it was also noted that '...the summer program of 1969 created positive learning conditions for selected pupils through their relationship to cadre members.' Though it did not continue, the program fostered among the participating teachers a feeling for what they might do together, and this positive experience became instrumental in their continuing efforts.

Finally it cannot be stressed enough that the "togetherness" of this group has made them successful. The cadre had to formulate its own direction, as the FTPP was at that time in its history unable to provide much assistance beyond monetary resources. The freedom to act and the tremendous initiative among the cadre members cannot be ignored.

E. Programming

Efforts are being made to provide the financial resources (from funding sources other than FTPP) necessary for extended cadre activit

Cadre members are active in faculty-student enterprises to benefit the school community at large, and special projects related to curriculum.

The teacher training thrust or staff development program of the extended cadre has had the greatest visible impact on the school, and it also fulfills a supportive function for faculty and cadre members. The initial hope was to assist teachers to develop insights to enable them to function better in the school. Other institutional resources were sought to assist this program and teachers with particular needs in the areas of reading and cultural factors in learning were assisted by Chicago State, which gave some specific course offerings in the school. This aspect of the extended cadre development though not examined extensively in this report is obviously a tremendous achievement. Teacher education has achieved a legitimate function within the life of the DuSable School's social system.*

*See DuSable School Reports available from FTPP.

Returning teachers maintain ties with the FTPP and share their information and experience on cadre development.

The cadre focuses on special training projects and has the major responsibility for in-service training (with the approval of the school administration) and supports those who continue their membership in the cadre. The extended cadre retains members through its leadership function, and because it does foster professional growth.

F. Future Expectations

The cadre anticipates further improvements in the areas of curriculum development. Future in-service programs will substitute a focus on group dynamics and classroom management for the previous topic "cultural factors in learning."

Martin Luther King High School*

A. Cadre Organization

The organization of the Martin Luther King cadre has not changed notably since its inception. Occasional meetings have been held and the liaison function has been assumed by one of its members. The cadre continues to focus on curriculum development.

B. Curriculum Development

The Martin Luther King cadre continues innovative practices and has considerable influence among the students and faculty. The English, science and math departments have been significantly

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*Forrestville High School has been renamed.

improved since the former interns have joined the faculty. Journals in which students are writing about personal experiences foster confidence in writing skills. Dramatic presentations utilizing video tapes have imparted enthusiasm among English students. The introduction of camera making and photography into the science curriculum has also been successful.

1. Human resources: The cadre members have been instrumental in departmental and inter-departmental curriculum innovations. Both cadre members and non-cadre faculty members are profiting from the mutual exchange of ideas.

2. Material resources: The FTPP has assisted in supplying materials for the art department's programs and books for the English department's Black literature program.

C. Personnel Factors

1. Cross faculty relations: During the intern year this all Black cadre was perceived as an elitist group, and some suspicion was generated by perceived threats against the job security of others. These suspicions have dissipated into an acceptance and respect for the ideas and skills of the cadre members, producing a sense of unity and cooperation for the goals of the entire school.

2. Cadre extension: The cadre continues to function in small groups rather than as a total unit, but it has utilized its structure for communication purposes. There has been no attempt by members to extend their cadre to include others in the school. In fact, the school faculty and various sub-groups have assimilated members of

the cadre so that only a vestige of the cadre remains. There do not seem to be any regrets about this, especially since a new cadre is forming. (See below.)

3. Turnover: Turnover in the M.L.K. cadre has been insignificant. Both interns and experienced personnel have remained.

D. Situational Factors

M.L.K. school had anticipated moving to its new site as well as instituting a new curriculum focus--the performing arts. Cadre members were active with other faculty in laying plans for these changes in the Summer of 1970.

The cadre notion has been so widely accepted in the school that a new cadre, or "recycling," is occurring for 1971-72. This is largely a combined effort with the FTPP to retrain faculty and introduce new personnel (ie. role specialists). University based interns have been drawn from the school faculty, while interns in social work, adult education and the psychological specialist are new members to the school. The new effort will have implications for the school organization. The former cadre members have been involved in the reformation of the cadre mechanism at M.L.K.

E. Future Expectations

A new basis for school organization and retraining of role incumbents is anticipated through the expanded cadre concept.

INTERN CADRES

These cadres which were formed during the Summer of 1970

entered the participating schools in the Fall. Approximately half of each group are experienced personnel from the participating school University interns--both teachers and role specialists--are recruited and are usually entering a Black school as educators for the first time. There are exceptions in that some interns have had inner-city school experiences as teachers. The program hopes to induct the university based personnel (interns) into the school to maximize their potential professional competence.

Tow vocational high schools were selected in 1970--Dunbar and Simeon--and Cornell was selected as the elementary school.

Dunbar Vocational High School

A. Cadre Organization

The cadre initially functioned without a social worker or an adult educator. The latter role was filled later in the year. Administration was fully represented; there was the usual cadre liaison and consultant to assist the cadre's development. Meetings were held weekly to discuss pertinent topics. A few interns had had previous experience in Chicago Public Shhools and had returned to the University for advanced degrees.

The Dunbar School has an established and well integrated social system. However, several informal sub-groups exist, which make it difficult for new personnel to be assimilated. New ideas historically have not always been easily accepted in this setting.

B. Curriculum Development

The resources of individual cadre members were recognized. Both interns and experienced personnel were able to make contributions. A computerized attendance project was undertaken by the cadre. Students who were studying Fortran were actively incorporated into developing this project. This involvement had useful connections with their learning tasks. Some innovations in a visual arts program were successfully introduced, particularly photography and film making. This project was an attractive approach to learning and the media. There were also new offerings in American History and Afro-American Literature.

1. Human resources: Experienced members of the cadre were particularly helpful in developing new projects and assisting interns.

The University coordinators were not consistently helpful. However, the University's valuable assistance in setting up the computer program was appreciated. It was suggested that University resource people needed to form stronger bonds during the Summer training period in order to be truly helpful in school curriculum efforts.

2. Material resources: Books were purchased for use in American History and the Black Literature courses. Art materials were purchased which were significantly useful in student projects. The unwieldy procedure for approving cadre expenditures created some frustration.

C. Personnel Factors

The cadre was a cohesive and unified group of people who were able to offer considerable support to one another. This support carried through in active one-to-one relationships. Experienced personnel were able to contribute much to the cadre organization (eg. leadership skills and initiatives). The opinion was offered that the school based teacher component of the cadre profited considerably from the internship year experience as they were able to exert influence on the social system through the cadre mechanism. Interns made significant contributions in curriculum fields and in the process of induction they did not become frustrated, and plan to stay in the school. These interns seemed to demonstrate the viability of the induction function of the cadre concept in an ememplary manner: they entered the social system more easily than can be expected without a cadre.

1. Cross-faculty relations and cadre extension: from the first the cadre was viewed as a very cohesive group of people. However the cadre managed to successfully avoid an 'elitist' image.

Cadre initiatives tended to be a threat to department heads, yet the cadre possessed no apparent authority in the school's social system. No serious problem developed.

Students were not particularly aware of the cadre as a distinct group. On occasion the administration viewed the cadre as making incursions into its areas of concern, however initial anxieties were allayed and a more mutually facilitating relationship emerged. The

role of the liaison as an interpreter was invaluable.

The cadre anticipated gaining new members--that is, it is moving toward cadre extension.

2. Parent-Community relations: Due to the peculiar nature of the vocational school, the immediate geographical community has little relation to the school. However, a community representative from the parent organization assumed membership in the cadre late in the year. Avenues for communication do exist.

3. Turnover: One teaching intern left during the year. This was viewed as a "failure and a loss" by the cadre. It was a difficult decision for that teacher, and a major issue in the life of the cadre. An adult educator left the cadre early in the Fall. A replacement entered the cadre later and was received with enthusiasm from all quarters. Later developments external to the cadre's function necessitated the withdrawal of this role specialist before the placement year had begun.

D. Situational Factors

The computer attendance program necessitated a closer involvement with the cadre which benefited all.

Full administrative participation during the Summer Program of training would have been desirable.

The absence of a social worker was a liability.

One cadre member's time commitments outside school hours limited his participation, creating some distress in the cadre.

The resources of FTPP were not fully utilized by the experienced

personnel. The complaint was registered that curriculum coordinators were not able to assist cadre members in terms of their peculiar needs in the vocational setting of the Dunbar School.

E. Programming

The visual art curriculum project was to develop a film about the Dunbar School. This was to be used to explain the purpose of the school to prospective students and parents.

The computer attendance program involved the whole school community, including students. Two cadre members assumed responsibility for the project in order to (1) free the resources of office personnel from a time consuming task, and (2) to provide accurate information of drop-outs. Other benefits were anticipated.

F. Future Expectations

Special project proposals have been considered in (1) alternative education for drop-outs in a store-front school, (2) formulating new curriculum focused on media and/or providing learning experiences related to the non-classroom environment, and (3) creating a gallery of successful alumnae in their vocational roles.

A film making project has been approved and is to be initiated in the Fall of 1971. FTPP will fund this project. Funding for video tape cassettes in teaching is also anticipated.

G. Other Comments

The Dunbar cadre is a very exciting group of people who reveal the strengths and weaknesses of the cadre concept in balance. Continued careful observation of developments in this cadre would be

valuable.

Simeon Vocational High School

A. Cadre Organization

The cadre had a full complement of roles with the exception of a social worker. Administration was participating; there was the usual cadre liaison and consultant to facilitate cadre development. Meetings were held weekly. Like the other intern cadres in 1970-71 some experienced persons from the school were pursuing advanced credit.

The cadre did not seem to accumulate very much momentum in order to initiate some if its hopes. Many attempts were dulled because the cadre met frustrating obstacles internally and externally to its own organizations.

B. Curriculum Development

Participants found their attention within their classroom and departmental assignments. No shared or cross roles projects were developed however the cadre's concern about reading was considerable especially in the 'hooked on books' program. One member has been instrumental in the development of a program for the teaching of reading in varying subject areas. This work has made considerable impact.

1. Human resources: Cadre members were unable to move their ideas into an operational stance. Individuals made significant contributions. Students were able to participate in the expansion of

a computer education program.

2. Material resources: Paperbacks were supplied to motivate students in individual reading in study halls through "hooked on books." Film loops were purchased for assistance in vocational guidance in an attempt to visualize educational program objectives--to give visual identification to jobs.

Video equipment was borrowed from the University for projects.

C. Personnel Factors

The cadre was able to attend to its supportive function. The cross roles notion however did not extend beyond the cadre group. School involvement was restricted to departments. "The cadre was never able to demonstrate what a cadre would do, especially in the area of skills development."

1. Cross-faculty relations: A certain aura of elitism sur rounded the existence of the cadre in the school. This was a close knit professional and social group which gave positive reinforcement to the negative faculty attitudes toward the cadre. They were a "mystery" to the faculty, ranging from suspicion to "simple bored wonderment." Their relationship to administration was frequently strained. The latter viewed the cadre as a source of financial support for the improvement of the school, not as a resource for human development.

Teachers individually were accepted to some extent in the school. The adult educator role was gaining acceptance. There are no known plans for cadre expansion at this writing.

2. Parent-Community relations: The cadre had difficulty in securing some form of "community representation." In the end a very active person filled this function who had useful connections to industry for the benefit of the school's vocational training functio:

3. Turnover: Two interns have left the cadre.

D. Situational Factors

The cadre was never sure what it was expected to do in their training phase and this certainly extended into the intern phase. The cadre was never able to focus its own expectations and perceived the expectations of the FTPP for it as vague. The opinion was offerred that"...they were killed by self analysis where more time should have been spent on practical aspects." As suggested in the statement, the contradiction in the primary function of building group support for professional growth came into conflict with the secondary function of impact. Certainly the greatest difficulty faced by the cadre was finding solutions to its own problems.

E. Programming

As suggested already, many individual projects were begun by cadre members including a program to provide "interesting literature" to students through the "hooked on books" program, training others to teach reading skills, and parent/student recognition evenings (father/son; mother/daughter). A math project was also begun.

Proposals were being considered in vocational guidance, family role development, and computer programming. An excellent summer program for the development of band music was proposed by a cadre

member and funded by FTPP. A reading handbook for cross disciplinary teaching is under development. The adult educator has helped to nurture a proposal for an Education Development Laboratory in the cadre. The EDL proposal is seeking a funding source.

F. Future Expectations

No plans beyond those suggested by proposals are known.

Cornell Elementary School

A. Cadre Organization

This cadre which had a complete complement of roles and a history of internal and external conflict still influenced the school in many ways. The roles included were a reading specialist, an adult educator and two social workers in addition to a full and complete administrative representation. Meetings were held weekly.

It is important to note that originating in the FTPP summer program this cadre underwent a split that never effectively healed. Conflict over race, between experienced and unexperienced cadre members as well as a conflict over the purpose of a cadre--task vs. process--created this situation. The cadre is peculiar therefore because the structure existed but it did not facilitate the function of total group support.

B. Curriculum Development

Extensive work went into the development of an approach to the reading problems in the school. Some individual curriculum efforts were good. A major achievement is the fact that about fifty percent

of the faculty were incorporating new reading programs in their classroom activity.

A reading workshop was held to assist teachers in the techniques of improving reading. "Excellent programs have undergone some development in this area." Though there is resistance to these ideas in some quarters over fifty percent of the faculty is actively involved. A few teachers are working intensely on the problem.

1. Human resources: The work of the reading consultant has been invaluable. The skill and knowledge in this area has been crucial for the achievements in reading deficiencies.

Cadre members were well received individually by students and many faculty in the school. Reports indicate that in their relationships with interns, non-cadre faculty were influenced with respect to beliefs and teaching practices. Many could identify with the statement about the reading consultant as "...someone to help me as a teacher."

University resources were forthcoming in the area of reading and focused on the reading workshop.

2. Material resources: Reading materials, not available through the Board of Education, were purchased and utilized by both cadre and non-cadre personnel. These included workbooks for students and materials to identify reading needs.

Science materials were purchased; however, they were not used because teachers did not know how to utilize them.

Art materials were purchased and utilized.

One interesting development was the purchase of basketball uniforms. Why? Though this was not a curriculum need the community proposed that the cadre fund the purchase in order that students could enter a competition. Since the need was felt justified by the community, the cadre and FTPP authorized the purchase. The relationship and effects for student and community apparently justified the purchase.

C. Personnel Factors

1. Cross-faculty relations: As previously mentioned, there was internal conflict in cadre life before arriving at Cornell. This was further reinforced by the existence of resistance to change among many of the faculty. Factions of one sort or another existed in the school which mitigated against the existing cadre situation since some cadre members were participants in these very cohesive cliques. However, at the same time, some new subgroupings coalesced in an attempt to utilize the collegial relationships hoped for in the cadre notion. This was evident among some grade levels, particularly the primary level. These indirect benefits for individuals both in and out of the cadre--in effect forming additional cadres--might prove fruitful.

Despite increasingly cordial relations and learnings about each other as well as hopes for the cadre, the relations between cadre members, particularly between the teacher interns and the administrator, were always tense. This tension was counter-productive to (1) the life of the cadre, and (2) continued innovation by the interns.

The source of the tension was the status of these intern teachers. They perceived the administrator as not recognizing them as regular teachers. The administrator on the other hand perceived them as teachers, but could not, in her interpretation of Board practices, assign them as regular teachers. There were no positions or classrooms available. The "non-quota position" status of the interns set them apart from other faculty. In view of this situation, the interns undertook useful special programs for the children and were permitted to engage in cooperative teaching ventures with fully assigned personnel. Because these tensions existed, the teaching interns who had not resigned early in the year (with the exception of one person) tendered their resignations in June. According to the principal, there were no vacant position available for them if they did wish placement. Only one intern desired to remain and has been placed. In summary, the fact that intern cadre members could operate without the restrictions of a traditional role definition within the school severly isolated them and had a negative effect on relations with faculty and administration.

Misinformation and lack of communication among the faculty and cadre never allayed the hostility present between several cliques.

Some faculty did question the "commitment" of some cadre members to Black education.

The question as to whether the cadre was "elitist' becomes academic due to the complex sub-groupings. Among these sub-groups were some perceptions that they were elite and it was reinforced by

behavior of some interns.

The cadre was not extended in the usual sense, however "... collegial relationships did have the possibility of growth at (1) the grade level as a supportive function and (2) in the identification across grade levels." "The original cadre notion has undergone partial operation in the school but not in the cadre."

2. Role speicalists: This subheading is added here because particular attention needs to be given to the work of the social workers. The special role of the reading consultant has been noted. While an adult educator was a part of the cadre, no significant developments were apparent in this area.

Everyone consistently agrees that the effect of the social workers'role performance was great. They were of help to individual students, parents and whole classes. Children came willingly to them for counseling. They were able to open doors to obtain special assistance and welfare benefits when necessary. Their effect on the school, community and teachers was profound. Why? The commitment of the social workers was never in question. Although their individual competence should not be minimized, their roles did not in any way threaten teachers since their function was truly ancillary. For example, some teachers were threatened by the reading consultant whose field and role had a greater relation to teacher behavior. Another reason for the outstanding performance of the social workers was the quality of their training and supervision. This supervision allowed for a closer alliance between the theory

of the role and its practice.

3. Parent-Community relations: The community representative from the P.T.A. organization began as a new-comer to the cadre with the other members in the summer. She was respected and a great asset to the cadre as a liaison between it and the community. The community involvement within the cadre permitted a vehicle for communication among all segments of the Cornell social system--cadre, faculty, administration and community. Benefits included greater interest in community involvement, a keener interest by members of the community and a paper back bookstore run in the school for the benefit of students. A structure, a means of communication was opened.

4. Turnover: Attrition among interns has been considerable. There were two resignations by teacher interns in October and one in December. Three teacher interns resigned in June. Two experienced faculty members disagreed about cadre and fiscal matters and dropped out. Disaffections was considerable. Only one teacher intern remained in the school for the placement year. Only one social work position will be available necessitating the other's withdrawal, though this has always been understood. The Cornell cadre as a supportive unit and as a means for training inexperienced personnel had severe deficiencies.

D. Programming

Initiatives were undertaken for cross organization of the fifth and sixth grades.

Two interns developed the means whereby older Cornell pupils assisted younger ones in learning tasks, thereby facilitating needs of both groupings. The interns recruited students from Hirsch High School for similar activity.

F. Future Expectations

Proposals are undefined in initiation and proposal execution. FTPP will continue to consolidate the cadre notions which show some signs of life.

IMPLICATIONS

1. The development of cadre life appears to be directly related to administrative relationships with a cadre. Good administrative relationships with cadres have existed in those schools where cadres have enjoyed a high degree of success. Conversely, when administrative support and cooperation have been lacking cadres have achieved little success. Full participation of the administration, therefore, is <u>crucial</u> for the effective functioning of a cadre in the school setting. Because the role is so important, most careful attention should be given to the leadership style of the principal in prospective cadre schools. The administrator must be flexible, open to change and should demonstrate some affinity toward the notion of collegial arrangements among professionals before a school is considered.

2. Selection of the school must include <u>careful</u> and <u>consistent</u> procedures for faculty selection. Experienced personnel must

exhibit a desire to improve their profession and their onn competencies by assisting the newly entering personnel to develop their own competencies. They ought to be selected on the basis of their style of interaction within the school setting. Specifically, such persons should demonstrate the qualities of flexibility, openess to change and some affinity toward the notion of collegial arrangements. All segments of the school community, both administration and faculty should assist the FTPP staff in the selection of these professionals.

3. Cadres and FTPP program staff must be vigilant in informing non-cadre faculty in the school social system at appropriate occasions on cadre developments and initiatives. Communication and reflection with reference to a cadre presence in schools have not always been adequate, particularly on the occasions of selection and entry into the school.

4. The most significant effect on the social system has been where other faculty members interact with the cadre membership. When there are one or more interns paired with an experienced and respected faculty member or other professional, the opportunities for innovation and development are multiplied in their areas of responsibility.

5. Long range effects are not likely to occur within the social system when inputs are not extended or anticipated. Careful attention must be given to training cadres in problem identification, analysis, construction of proposals, operationalization and

evaluation of proposals. Without some perspective on planning to include others in the social system of the cadre, the probability for extension is reduced.

6. The cadre model offers the possibility of effective impact on the system of a school when its function is legitimized to administration and the larger faculty.

7. Continuing teacher education (in-service training) is most effective when needs are determined by teachers in the school setting and when programs are conducted in the school (as at DuSable).

8. The turnover rates are minimal in cadres that achieve a good sense of group cohesiveness and when professional growth has occurred for its participants.

9. The personal and professional expectations of experienced cadre personnel are more nearly attained through their cadre membership. Interns, however, primarily benefit from the supportive function, at least initially. The cadre notion therefore achieves a balance as a mechanism for induction of new personnel and as the mechanism for professional development of cadre life (the exact time varies between groups). The needs and expectations of both new and experienced members can become similar. This greater degree of congruency has benefits for the definition of problems and the implementation of tasks to facilitate conditions for learning in the school and classroom.

10. It follows, therefore, that the cadre arrangement makes operational the notion of collegiality among peers and appears to

serve a double purpose. First, it has the effect of enhancing professional competence to perform individual tasks (ie. socialization, support, sharing,training and retraining). Second, the collegial solidarity that issues from successful groups provides the impetus needed to define and accomplish group tasks aimed at general social systems change.

11. The presence of a cadre is both stimulating and threatening to the order of a school social system. The cadre notion therefore operates most effectively when the Ford Training and Placement Program, school and cadre goals are mutually understood. It is essential that the norms of contingency and reciprocity exist among all components if they are to work together effectively.

12. The role of cadre liaison is most crucial to facilitate the need for reciprocity among all segments. The role incumbent must enjoy the respect of FTPP program staff, school administrators and members of the cadre. Needless to say, the abilities and skills needed to function effectively in this role are great at all stages of cadre development.

13. Community relationships can be facilitated best when a sound basis for mutual school and community enrichment exists.

14. A program utilizing the FTPP model will probably be most effective when the initiative for a cadre venture originates with the faculty and administration of the client school.

15. The resources of the university are used most effectively when the initiative is taken by school-based personnel and interns.

CONCLUSION

The long range effects of cadre placement in a school system are becoming less obscure. The impact on the social system of a school can be considerable when the cadre develops into a functional unit. Selection procedures, training and retraining programs, relationships among cadre members, administrators, the larger school faculty, the students, the community, the Board of Education, the University and the Ford Training and Placement Program staff are key variables in the development and eventual success of the cadre in promoting effective collegial relationships among educators.*

The history of cadre impact on school social systems reveals some successes and some failures. Reasons for lack of success in influencing social systems change can be traced back to inadequate development as a group. Sufficient growth as a competent working group must occur before it can hope to legitimize its presence in a school. Several variables emerge as basic to group development such as origin of the group, reasons for membership in the group, problems internal to the group, problems in the larger social system of which the cadre was a sub-group, and lack of assistance and support from FTPP. On the other hand, several cadres haee been quite successful in influencing the larger social system. These groups first managed to pull themselves together into a functional unit,

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*The question of whether the cadre model significantly affects teaching and learning in the classroom remains unanswered at this time. The research and evaluation plan for 1971-72 is directed toward the examination of this question.

built social capital with their peers by evincing competence to deal with school and classroom issues, and built collegial and viable relationships with important entities.

In summary, the point should be made that the cross-roles cadre notion appears to be sound in the development of competencies, reduction of isolation through support and sharing, and eventual introduction of change into classrooms and the larger system. In those instances where cadres have not experienced much success, the reasons can be traced to inadequate implementation.

kgw
9/20/71

APPENDIX

Excerpts from "Some Impressions of the Cadre's Effect in School Settings: An Interim Report." FTPP 1970.

Kenwood High School

1. Curriculum Development

An anthology of Black poetry in the first summer was developed for the English Department.

An extensive and useful cross-disciplinary anthology of the Black experience for English and Social Studies was used and partially initiated, but no long range development occurred. The program was not sanctioned by the administration.

One respondent commented, "The kids saw the teachers coming to grips with the material in their attempts to hash it out."

Interest and enthusiasm from students were high. The materials for the anthology were "kept" by students.

a. Human Resources: Cadre members had to use their own resources independently. University personnel were not used to any identifiable extent.

b. Material Resources: Paper and ditto masters, library books, and audio-visual equipment for micro-teaching wrre made available on occasion.

2. Personnel Factors

The cadre faced many difficulties in attempting to establish its own legitimacy within the school.

The administration did not involve itself within the cadre and the relationship was never satisfactory to the cadre.

Further difficulties were created in moving into a new physical plant.

a. Faculty Relationships: Any expectations for cross-disciplinary enterprises were not successful. The cadre was subjected to being not taken seriously. Cadre members desired faculty to relate to them, but could not determine how this could be brought about. The cadre was isolated.

b. Parent-Community Relationships: An extensive effort was made by the cadre and other faculty members to become known to the parents. Numerous "parlor meetings" relating to school situations were undertaken. Some difficulties arose in the communications with parents. No consistent policy for disseminating information had been created. Without prior consultation with administration, further gaps were created. "The cadre could have been a resource, but it was viewed as a threat by the administration," commented one respondent.

Members became involved in the Hyde Park-Kenwood Coordinated Youth Program and were instrumental in assisting a community coffee house in a neighborhood church.

3. Situational Factors

The cadre did become a detached group and saw its existence as facilitating communication across role lines for themselves within their function in the social system. This working relationship was described by one member as one of "being closer to my fellow teachers than ever before in forty years of experience."

Special services function--counselling, adult education, the psychological specialist and the nurse--have adopted a cross roles function in pursuing common problems.

The adult education function has stimulated the P.T.A. and a full program is operating.

The lack of a cadre liaison role precluded opening channels for communication.

The polarization of "young turks and the old guard" within the cadre tended to extend an already polarized faculty. However, the cadre itself made their own accommodations to one another.

Few interns now remain in the school.

The positive impact of the cadre on the school's social system has been negligible. The positive impact on individual cadre members has been somewhat higher.

4. Programming

See curriculum development.

5. Other Comments

It was suggested that the cadre "...was essentially a collegial experience with little apparent effect on the school as a social system."

"It was most effective in terms of developing unity within curriculum functions."

The program was inadequate; it "...connected some people and created a great deal of exacerbation."

Hyde Park High School

1. Curriculum Development

Much of the energies of members has focused on this area of concern. Strong inputs have been made within the history department and a math resource center for independent study has been initiated. Course offerings in history are focused around issues and/or movements, i.e. "Poverty and Welfare."

A reading program has been initiated in English with plans for expansion in the near future.

a. Human Resources: Team teaching has been used by those within history. Much time is spent within divisional responsibilities beyond those required.

There is not a great deal of evidence to suggest that university resource people have been utilized.

b. Material Resources: The cadre has not made good use of the material resources peculiarly available to it. Some

materials for curriculum have been purchased for the reading program and the history department. History has purchased a tape recorder which is helpful in using supplementary material A slide series was designed and utilized for history also.

A film library available to all has been underused and the resources of the university services are only beginning to be utilized. This area has a management problem for resources are not in short supply in Hyde Park High School.

2. Personnel Factors

This cadre has operated under a heavy burden in that the school was not selected until near the end of the summer program. The consequences have been drastic since no school based personnel were assigned until Fall and there existed little familiarity with the environment and issues of the school. The interns were unfocused during the summer program creating many strains on their future. In particular, the university based interns had formed a group style common to them in the summer, but it was never shared with school based peolle in the later stages of cadre development. This unfortunate beginning has continued to weaken the life of this group as a cadre.

a. Faculty Relationships: The cadre was not perceived as an elitist group per se but their existence is not fully understood by others.

The entrance of the cadre into the school created conflict for the group witn the administrator who did not intend to participate and who selected the school based personnel without consultation. Support from administration has not been reinforcing to the cadre but ambiguous in nature. With the existence of a political atmosphere in a community directed school the cadre has tended to withdraw from taking initiatives.

There has been some fear with reference to job security with the presence of the M.A.T. interns.

This cadre is isolated within its school community.

b. Parent-Community Relationships: No particular initiatives have been taken due to the presence of the Woodlawn Experimental Schools Program. Some members have demonstrated interest by participating in committee work pertaining to that project.

Some criticism was expressed that the cadre has isolated itself from the community by not familiarizing itself with the Woodlawn Community Board and initially the work of W.E.S.P. on their entrance into the school.

3. Situational Factors

The cadre has not functioned well as a support group due to its shakey beginnings. Members have tended to focus divisional responsibilities.

There exists an ambiguity in regard to race relations. Interns are nearly all white. The W.E.S.P. has a strong identification with its role in the Black community.

There are important power struggles taking place in this school. In this situation the cadre feels powerless and exists